



An Eye on Early Learning and Child Care in Manitoba

Spring 2007

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Keeping Your Eye on the Prize

At the heart of most child care providers is a commitment to provide the best possible services for children and families. You are dedicated to giving your best and touching the lives of children in a responsive, effective way. Yet, sometimes it is challenging to keep your enthusiasm and conviction strong each and every day.

To help keep your eye on the child care prize - quality early learning and child care - this newsletter will illustrate how two centres, Day Nurseries and Learning and Growing Child Care Centres, began new early learning and child care practices that resulted in many benefits to the children and staff. You will also read about new or continued initiatives aimed to promote excellence in providing early learning and child care in Manitoba. In addition, information on health and safety concerns will also be provided. We hope you enjoy the fourth edition of *An Eye on Early Learning and Child Care*.



Multi-age Groups Learning and Growing child care centre

Learning and Growing Child Care Centre has experienced many changes since July 2006. The facility underwent extensive renovations that were completed in October 2006. They tripled their infant spaces and added 20 new preschool spaces by increasing their licensed spaces from 48 to 76. In addition, the centre decided to begin using multi-age groups.

The director of the Learning and Growing Child Care Centre, Cathy Gardiner, was approached by her child care coordinator about beginning multi-age groups. The centre was already undergoing exciting design changes, but initially the director thought “How could this ever work? We are so used to our twos, threes, fours and fives – how would we ever combine this mix and make it work?”

After some research and consideration with the staff, they decided to make the change. On their first day back in their newly renovated centre, multi-age groups began.

Carefully and methodically, the children’s personalities, friendships, sibling

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Multi-age Groups Learning and Growing Child Care Centre

(Continued from page 1)

relationships and other pertinent information were examined. New groups were formed. With each room having 16 children, the combinations of twos, threes, fours and fives needed to balance for the multi-age groups to work effectively.

Since opening day October 2, 2006 to the present, Cathy Gardiner says she would not change a single, solitary thing. In fact, I often wonder why I didn't think of this ten years ago. She goes on to say:

The changes were instant! Suddenly, the four year olds who once displayed some less than desirable behaviors had a new found sense of belonging and responsibility. Each child had their own space to call their own. They were presented with a variety of opportunities to lead, follow, help, love, nurture, learn and grow.

The children are no longer dependent on the early childhood educators to tie their shoes, zip their jackets, follow the rules and guide their negative urges. Instead, the children work together, help each other and teach others how to do things that they have just learned. They use all of their newly acquired skills to help someone else.

Imagine the pride they feel every day helping someone else and teaching someone else the rules. Moreover, the older children have more patience and understanding when things go wrong. They understand because they have been there and they have taught someone else the value in trying again.

The younger children also experience the benefits of multi-age groups. When the older children have worked so hard to make good connections with the younger children there seems to have been a shift in the hierarchy of relationships. Everyone is on an even playing field now. Children of all ages enjoy play experiences that they modify themselves. Skills that take months to master (speech, potty training, social skills, turn taking, etc.) are learned much sooner because they are guided by their peers and their teacher as opposed to just the teacher.



Think about it, if you have a room full of two year olds, what are they learning from one another? Most of them are at similar levels of development (speech, potty training, social skills, turn taking, etc.) You usually see conflict because everyone has relatively the same needs and everyone needs relatively the same things at the same time. Your



result is usually staff burnout and unhappy kids because their needs are not being met.

It doesn't matter what age group you use and what areas of development are identified with that age group, the results are the same, there simply is not enough of one staff member to meet everyone's needs. Multi-age groups eliminate the need to clone your staff members on a daily basis. Everyone helps everyone. Let's face it when you were a kid, were you more likely to listen to your mother tell you something or your friends? Mothers nag; your friends always knew the right way to do things. Teachers and preschoolers are no different; I've seen it myself!

Cathy offers this example to illustrate the benefits of multi-age groups.

Two little boys are dropped off at the centre one morning. Both are crying as their dad leaves for work. Staff bring the children over to the daily living centre because they know the children love to cook. Soon two four-year-old girls come over to see what the matter was.

They quickly started cooking their food and involving the boys in their imaginative play. As the staff watched and participated in the fun, one of the girls gave her a thumbs up. She knew that she was helping the boys adjust and she had successfully taken their minds off of their troubles and helped them settle in for the day. Amy replied by giving her the thumbs up and everyone continued cooking their doll's dinner.

Cathy believes all of the children at Learning and Growing can be proud of their achievements. She has witnessed self-esteem, a sense of belonging and variety of friendships developing in the children over the past few months. As far as she is concerned, these developments are all the proof she needs that multi-age groups are the right thing to do.



An Eye on Early Learning and Child Care in Manitoba

Promoting careers in Early Learning and Child Care

Manitoba Child Care Program (MCCP) continues campaigning to attract compatible individuals to the early learning and child care field. Advertisements are regularly posted in local newspapers offering a number of supports for people to become early childhood educators (ECE). In addition, the MCCP continues to participate in various career fairs to promote early learning and child care as a career.

Tuition support is being offered again for people enrolled in an approved two-year daytime Early Childhood Education (ECE II) program for the 2007/2008 school year. In addition, training grants and workplace and competency-based assessment programs are available to encourage child care assistants (CCAs), employed in licensed child care and family child care providers, to take approved child care training.

MCCP also offers the Recruitment Incentive Grant aimed at attracting trained individuals back to the early learning and child care field. To qualify for the grant, applicants must be out of the field for two or more years and possess an approved diploma or degree for an ECE II or ECE III classification.

Be an ambassador for promoting early learning and child care as a career. If you know people you think are suitable, encourage them to find out more information.



Look for posters, advertisements and information at career fairs. Call Child Care Information Services at 204-945-0776 or toll free at 1-888-213-4754 for more information.

Prime Minister's Award for Excellence in Early Childhood Education

Congratulations to Joanne Palanuk and Lori Carpenter. In December 2006, these two Manitoba educators were awarded certificates of achievement for their outstanding work in early childhood education.

Joanne, now working as a child care co-ordinator in Winnipeg, received the award for her efforts at SISTARS Child Care Centre. Lori was a recipient of the Prime Minister's Award for her work at the Portage Ukrainian Nursery School Inc. in Portage La Prairie.

The awards recognize the efforts of outstanding early childhood educators who excel at fostering the early development and socialization of the children in their care, and who help build the foundation children need to meet life's challenges.

Congratulations to Joanne and Lori.

Budget News!

Staying on track with *Manitoba's Five-Year Plan for Child Care* (2002/03 to 2006/07), Manitoba will increase unit funding by two per cent to support wages, incomes and increased operating costs of child care providers. An increase in subsidy income levels and allowable deductions by 13 per cent was also implemented so more low and middle income families will be eligible for full or partial fee subsidies. To further assist low income families, Manitoba will reduce the \$2.40 non-subsidized daily fee by 40 cents for subsidized families. Look for details in the mail.

Other important initiatives that began in 2006/2007 will continue in the next fiscal year. For example, tuition support of up to \$4,000 for first-year early childhood education students will be offered for the 2007/2008 school year. Staff replacement grants to support workplace training, an annual training grant of \$250 and the recruitment incentive grant are also being maintained. Support to centres will also continue under *The Early Learning and Child Care Capital Fund*.

In addition, a new multi-year plan for early learning and child care is expected to be unveiled shortly.



An Eye on Early Learning and Child Care in Manitoba

A Child's Future Vision

Child care providers, parents and educators follow best practices to provide the optimal nurturing and healthy environments for children. Dr. Michelle Georgi, optometrist at Village Optical, wants everyone to know about another important best practice regarding children's vision. She says it's high time we all spread the word and she hopes you can help.

If asked when a child should have their first eye exam, Dr. Georgi says most adults will probably look at you with a puzzled look in their eye. Do they need an eye exam? Don't they do that in school? They haven't complained - I'm sure their eyes are fine!

Dr. Georgi wants to set the record straight. She says:

Every child should have an eye exam by age three years, or even earlier if there are symptoms, or a suspicious family history. Why is this so important? Let's review how a child's brain develops. Although a child's eyes are almost full size at birth, the wiring, or nerves, that attach the eyes to the brain are still forming. These connections only develop in the first four to five years of age, and if there is a problem, such as a lazy eye, trying to correct it after age five is often impossible. They call this stage of vision development a window of opportunity.

Most children have eyes that wander or turn in slightly at birth, but by six months of age, the eyes should always remain straight and co-ordinated. If there is a family history of a lazy eye, or photos show an eye that wanders, or your child appears more clumsy than others of the same age, then he/she should have their eyes checked even earlier. It is wrong to assume that the eyes are fine if the child does not complain, or if you do not notice an obvious problem. The best thing that you can do is ask all parents if they have brought their child to an eye doctor yet.



The cost of the eye exam is free - it is covered by Manitoba Health. Children are entitled to a complete eye exam once a year until age 19. If they need to return for extra visits, the cost is often covered.

Parents may call the Manitoba Association of Optometrists at 943-9811 for information on optometrists in their area. The association will also provide a free poster about early eye examinations to child care providers.

Dr Georgi hopes you will spread the word, and give our children an opportunity to have the best vision possible for the future. If you have questions, email mgeorgi@villageoptical.ca.

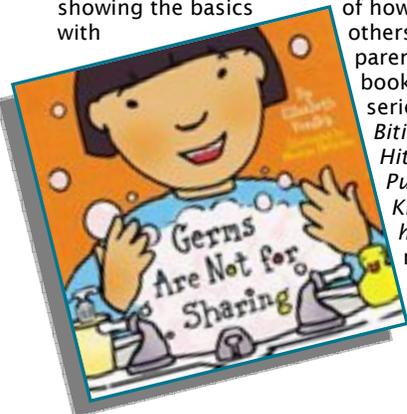
Boost your program's resource library

Beginning with this newsletter, we will highlight new or current books for your consideration.

These books are reasonably priced and easily accessible from your local bookstore or online bookstores (www.chapters.ca or www.amazon.ca) and will enhance your program.

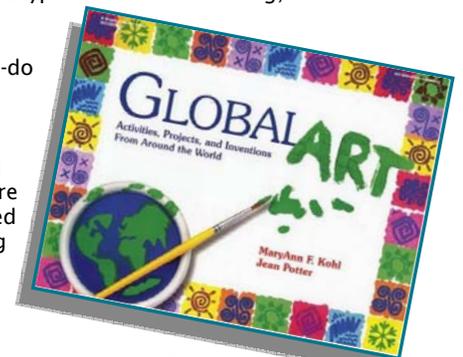
Germes Are Not For Sharing by Elizabeth Verdick, Illustrated by Marieka Heinlen; Free Spirit Publishing, ISBN: 1575421968

A great board book with colourful, child friendly illustrations showing the basics of how not to share your germs others. It includes helpful tips for parents and caregivers. Other books in the best behaviour series include: *Teeth are not for Biting, Hands are not for Hitting, Tails are not for Pulling, Feet are not for Kicking* and *Words are not for hurting*. The entire series is recommended for any person who regularly works with young children.



Global Art: Activities, Projects and Inventions from Around the World by MaryAnn F. Kohl and Jean Potter; Gryphon House Publishing, ISBN: 0-87659-190-X

This book includes over 135 easy-to-do art activities using collage, painting, drawing, printing, construction and sculpture. Each project has been researched and provides fascinating information on its native land, culture or history. Each project is also ranked with quick reference icons indicating experience level, art techniques, planning and preparation required to complete the project.



Chapters are arranged by continent and include a reference list to other resources on the country making it easy to relate the project to other activities. Other books by MaryAnn Kohl include: *Preschool Art: It's the Process, not the product*, *Cooking Art: Easy Edible Art for Young Children* and *Math Arts: Exploring Math Through Art for 3 to 6 Year Olds*.

Le Créé offers resources for francophone families and family child care providers in Winnipeg and regional francophone communities. Call 237-9666 or toll free 1-888-666-8108 for more information.



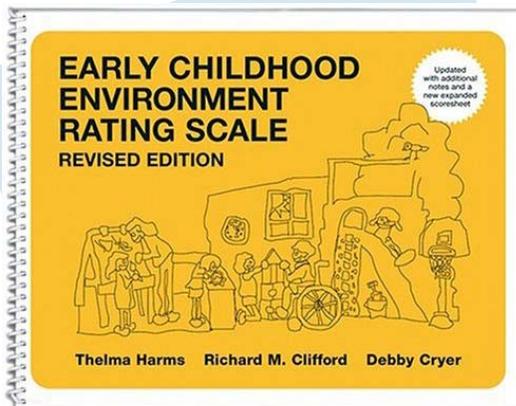
An Eye on Early Learning and Child Care in Manitoba

Early Childhood Environment Rating Scale-Revised Edition

In March 2007, 27 child care co-ordinators and five other staff from Manitoba Family Services and Housing received a week of training on how to use the ECERS-R tool to evaluate early learning and child care centres.

Supported by the Manitoba Child Care Program (MCCP), this training was led by Dr. Debby Cryer, co-author of *ECERS-R* and *All About the ECERS-R*. In addition, 10 trainers from the Frank Porter Graham Child Development Center, University of North Carolina helped teach the use of this tool.

In this training, child care centres were observed by assessment teams. In the near future, a process will be established to implement the ECERS-R tool. It will be used to strengthen services provided to Manitoba families by the early learning and child care facilities.



MCCP thanks the following child care centres for opening their doors and welcoming the assessment teams into their workplace:

- K.I.D.S. – Kids in Daycare are Super Inc.
- U.W.S.A. Day Care Centre
- Lord Roberts Children’s Programs Inc. (Preschool)
- Sister MacNamara Preschool and Infant Daycare Inc.
- Knox Day Nursery Inc.
- Kid Gloves Day Care Inc.
- R.H.S. Child Care Inc.
- Day Nursery Centre Inc. (Crossways)
- Cornish Child Care Centre Inc.
- Sunnyside Child Care Centre Inc.
- Freight House Early Learning & Care Inc. (Ross Avenue)
- Bumper Crop Day Care Inc.
- Carter Day Care Centre Inc.

Child Care Providers Praise 40-Hour Training

As you know, CCAs and family child care providers are required to complete an approved 40-hour child care course within one year of employment. Child care assistants (CCAs) and family child care providers have positive comments about the 40-hour child care course.

At first, some individuals expressed concern about this new requirement. However, the training experience has been well-received by participants and directors are noticing improved child care practices in their centres. Some quotes from participants illustrate their enjoyment of the course:

I was very scared at first, but once I started, it was fun. If I was younger, I would want to take more courses.

~ Trudy Groening (early 60s, Point Douglas family child care provider, Winnipeg)

I knew it was a journey that I had to do. I wanted to prove that I could do it. It was new and exciting. I shocked myself with how well I did. The comfort with and support of the instructor and fellow classmates was encouraging. It was fun!

~ Gaynor Bulas (49, child care assistant, Eagle Wing Early Education Centre, Winnipeg)

At 50 years of age and working in the child care field for 10 years, I had reservations as to having to go back to school. I didn't know what to expect and was pleasantly surprised to realize just how much I enjoyed the course! I found the course quite informative and enjoyed having classmates once again.

~ Cindy Drysdale (50, child care assistant, Stony Mountain Child Care Centre Co-op, Stony Mountain)

The CCA training course has had a very positive effect on our staff who participated. Their self esteem and self confidence has improved immensely. Their motivation to grow in the field is evident as they are now eager to continue their learning in early childhood development.

~ Kathryn Wilson (Assistant Director, Linwood Child Care Inc., Winnipeg)

Announcements

On December 4, 2006, **Paulette Monita** was hired as the capital projects co-ordinator for the Manitoba Child Care Program. Paulette returned to Manitoba after working as an interior designer and project manager of large construction projects for a Calgary design firm.





An Eye on Early Learning and Child Care in Manitoba

The Science of Early Child Development

A new 40-hour course on the Science of Early Child Development (SECD) is now being delivered at Red River College. This course satisfies the 40-hour course requirement for Child Care Assistants and Family Child Care Providers as directed by Manitoba Regulation 62/86, Section 7 (11.1). Once participants have successfully completed this course, they may apply for the annual training grant from the Manitoba Child Care Program of up to \$250.

Check online at www.scienceofecd.com for future courses.

The Manitoba Child Care Program is also offering two-hour workshops on the use of SECD until June 30, 2007. For workshop dates, please call Child Care Information Services at 204-945-0776 or toll free at 1-888-213-4754 and leave your contact information.

Tips on using the Science of Early Childhood Development:

Janet Jamieson, developer and coordinator of the SECD resource, from Red River College (ECE Program) will be sending online tips on the use of SECD to all Manitoba licensed facilities on a regular basis. These tips are intended to:

- help providers access information more easily when using the resource,
- inform providers about the value of the SECD 40-hour course
- encourage providers to renew the SECD resource.



Here is a tip from Red River College:

The Science of Early Child Development - Today's Tip for Discovery

Eight ways to support optimal development in young children everyday

What parents and ECEs do to support healthy brain development

We know that children differ in their genetic makeups. But we also know that daily experience matters in shaping how genetic potential unfolds. For children who spend a lot of their waking hours in a child care setting, it is critical these are positive experiences.

Check out Objective 5 of Module 3, Genetics and Experience. Eight ways to support optimal development everyday are described – and many are illustrated by short video clips. You might like to post these for staff and include them in a parent newsletter.

Note: All licensed childcare programs, nursery schools and family day homes in Manitoba have access to the SECD resource until June 30, 2007. For renewal go to www.scienceofecd.com

Online Course for CCAs – available now!

Red River College has developed a 40-hour online course based on SECD for Child care Assistants. This course works for CCAs comfortable on the computer and interested in completing the required training at home, on breaks or after shifts at work. More than 80 CCAs from across Manitoba took this course.

Check online at www.scienceofecd.com for future courses.

Did you know...

Families looking for child care now have the ability to search for child care at the neighbourhood level without using the advance search function. Parents will also know when a centre or home is non-compliant with child care licensing requirements since Licensed Child Care Search will now boldly display a "Licensing Order Notification" in red. These features are new additions to Child Care Online.

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Manitoba early learning and child care centres currently employ 1,113 ECE IIs and 858 ECE IIIs.



An Eye on Early Learning and Child Care in Manitoba

Rural Forum Presents Child Care: Your Community's Competitive Advantage

On April 27, 2007, the Rural Forum in Brandon held a community interest session on early learning and child care. Dr Susan Prentice presented to a large audience highlights of her just-released research on the economic and social impact of child care specific to three rural and northern Manitoba communities. Her findings illustrate how child care supports employment, and strengthens and improves the quality of life in rural communities. Her research also showed how child care contributes directly to the economic returns of a community. Dr. Prentice is Associate Professor of Sociology at the University of Manitoba and Principal Investigator for the Child Care Coalition of Manitoba.

Rural community leaders then shared how their community or region has benefited from child care. A networking café-style workshop: *Success Stories – Child Care is Community Economic Development* took place in the afternoon with presenters from five child care groups: Centre D'enfants St. Claude Children's Centre, Child Care Family Access Network (CFAN), Killarney Kiddie Korner Inc., Promise Years Parent Child Coalition and Puddle Jumper Family Child Care.

These free, interactive sessions were well attended. They offered participants an opportunity to speak with rural leaders and learn what current Manitoba and North American research has to say about the importance of child care.

Exit Interviews – opportunities to Learn

There are many benefits for having an exit interview with employees leaving your early learning and child care centre. Benefits for an employer include:

- Finding out why the employee is leaving.
- Obtaining ideas and feedback on how to improve recruitment and retention of staff.
- Enabling the transfer of knowledge and experience from the departing employee, such as location of work material (paper and electronic), support networks, how they do their tasks (pitfalls and strengths).
- Briefing a team on current projects, issues and work contacts.
- Gathering useful information to assess and improve all aspects of the working environment, culture, processes and systems, management and development.
- Possibly retaining a valuable employee who would have otherwise left (provide an opportunity for them to grow).
- Hearing the opinions of departing employees who may be more forthcoming, constructive and objective than staff still in their job.
- Making peace with disgruntled employees.
- Reflecting a positive culture for existing employees.

Benefits for the departing employee include:

- Sharing their knowledge.
- Helping a successor.
- Briefing a management team.

- Giving constructive feedback.
- Leaving on a positive note with good relations and mutual respect.

How to conduct an exit interview:

- Prepare exit interview questions and topics in advance.
- Face to face interviews are best, but questionnaires are acceptable.
- Arrange a suitable time and place, avoid interruptions, take notes, be aware of body-language and feelings.
- Be a good listener.
- Interpret, reflect and understand – you can understand someone without necessarily agreeing.
- Keep calm and resist the urge to defend – you want to elicit views, feedback and answers.
- Ask open questions beginning in what, how or why – not closed yes or no questions.
- Ask if they have any further suggestions or additional comments after asking prepared questions.
- Extend appreciation for the employee's contribution and sincere wishes for their future.
- Consider the answers in an objective way after the interview.
- Take action, as necessary.

Source: www.businessballs.com

An Eye on Early Learning and Child Care in Manitoba

Workplace Health & Safety

Day Nursery Centre Health, Safety and Wellness Project From Ideas to Results

In 2002, Day Nursery Centre faced high employee workplace and personal injuries and illnesses. As a result, absenteeism and Worker's Compensation Board (WCB) rates were climbing. The centre knew that they were not alone, since the child care field as a whole is struggling with a work force shortage. The centre also understood that the daily physical and emotional strain of providing care made it difficult to keep employees healthy and working in a child care centre.

As a result of the project, there were many positive changes to Day Nursery Centre. All employees developed a better understanding of the importance of workplace health, safety and wellness. Employee absenteeism decreased by 48 per cent and the Workers Compensation Board rate decreased by 43 per cent from 2002 to 2006. In addition, results from the annual employee survey showed that staff moral and satisfaction improved.



In 2005, 74 per cent of employees would recommend Day Nursery Centre as a good place to work. In 2006, 95 per cent of employees strongly agreed/agreed with this statement. With low staff turnover and happy, health employees, children attending the centre are also benefiting from the project.

A Workplace Health and Safety program is now a part of Day Nursery Centre's organizational structure. The centre's employees continue to strive to learn and share new information about maintaining a healthy work environment. They also hope other organizations, especially in the field of early childhood education, will take information offered by Day Nursery Centre to build their own health, safety and wellness program.

A 15 minute video, *A Guide to Workplace Health, Safety and Wellness*, was developed to describe the objectives and success of the project. This video can be used for staff orientations, discussions at staff meetings and possibly as a catalyst for other child care centres to start their own workplace program.

Posters showing proper lifting, bending and other techniques are being created to accompany the video and should be available this spring.

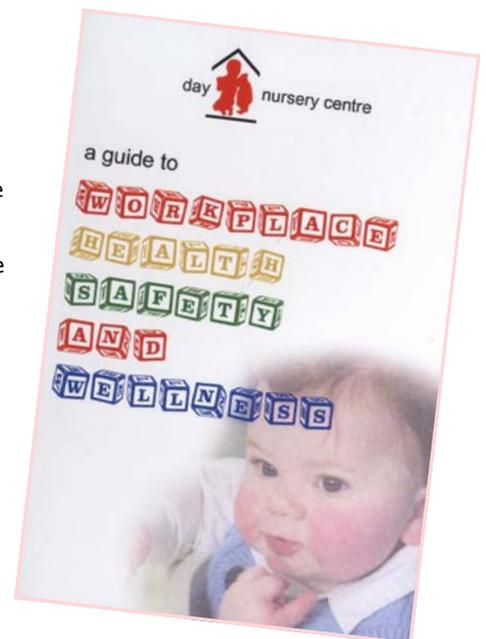
workplace injuries and promoting healthy practices. The project was set up to identify workplace safety hazards, assist employees with common health issues associated with working with young children and help assist employees with their own personal wellness.

During the project, the centre's employees actively participated in a variety of new practices and research, such as:

- training to use proper ergonomic methods to perform daily work, such as lifting and carrying children
- using new equipment designed to reduce body strain while working in a child sized environment, such as adult sized chairs that adjust to a child's low table level
- receiving information and support through workshops, newsletters, meetings, discussions and pamphlets about the importance of personal wellness
- undergoing a job hazard analysis on all aspects of the employee's work tasks

The video can be borrowed from Manitoba Child Care Association's resource library or purchased for \$25 from Day Nursery Centre. Please contact Fernanda Hodgson at 775-6513 or email dnced@mts.net for more information.

Content provided by Fernanda Hodgson, Director of Day Nursery Centre Inc. - Crossways.



An Eye on Early Learning and Child Care in Manitoba

The Workplace Safety and Health Act



Changes to *The Workplace Safety and Health Act* Regulation 217/2006 came into effect February 1, 2007. Employers can identify changes that will effect their operation by consulting the following web sites:

Workplace Safety and Health Division: www.gov.mb.ca/labour/safety/index.html or call 1-800-282-8069
Manitoba Federation of Labour (MFL) Occupational Health Centre: www.mflohc.mb.ca or 1-888-843-1229
Manitoba Safety Council: www.safetyservicesmanitoba.ca or 204-949-1085

Other workplace sites:

Workers Compensation Board of Manitoba: www.wcb.mb.ca or 1-800-362-3340
Canadian Council for Occupational Health and Safety: www.ccohs.ca or 1-800-263-8466
Manitoba Quality Network (QNET): www.qnet.mb.ca or 949-4999

Some of the new legislation is related to early learning and child care workplace issues such as environmental concerns, isolation, violence and harassment in the workplace and musculoskeletal injuries on the job.

Employers in early learning and child care should be aware of these changes and make the information available to their staff.



**SAFE
WORK**



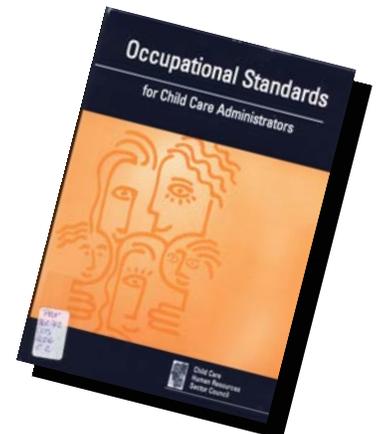
Occupational Standards for Child Care Administrators

Occupational Standards for Child Care Administrators was released by the Child Care Human Resources Sector Council in August 2006.

As stated at the beginning of the manual, these standards can serve as a foundation for career development and help identify training gaps required to be a strong early learning and child care administrator. The board of directors can also use these standards to:

- provide guidance for recruitment
- identify key tasks and roles
- identify professional development needs
- facilitate objective job descriptions

Download at www.ccsc-cssge.ca



The Employment Standards Code

Changes to *The Employment Standards Code* received Royal Assent effective December 7, 2006. Employers can find changes and additions to the code at www.gov.mb.ca/labour/standards

Revised sections that are relevant to employers in early learning and child care include:

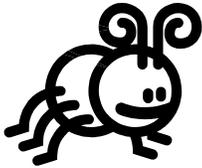
- overtime dispensation for salaried employees
- individual notice of termination
- new bereavement leave
- guaranteed reporting pay
- general holiday pay eligibility

Health & Safety

LICE Happens What you need to know!

Anyone can get head lice. It is a common problem especially in places where people work or play together for long periods of time. An early learning and child care facility is a perfect example of one of these places.

It is important for providers to:



- have accurate information on head lice
- understand how to prevent the spread of lice
- know how to manage an outbreak

Manitoba Health, Communicable Disease Control has developed useful handouts that provide practical information on head lice (also known as pediculosis). Here are some of the key points for the management of head lice in child care facilities.

How head lice spread

- Contrary to popular belief, poor hygiene does not cause head lice.
- Head lice are most commonly spread through close head-to-head contact with someone who has head lice – they cannot jump or fly.
- Lice is spread by sharing personal articles that have touched the head such as hats, sport helmets, scarves, combs, brushes, barrettes and ribbons.
- Lice cannot be spread from animals or pets.
- Short hair or shampooing will not prevent head lice.

What treatment works

- Use a chemical treatment with an insecticide that acts on the central nervous system of lice.
- Follow product instructions.
- Specific treatment products are listed in the handout prepared by Manitoba Health. Local pharmacists can also recommend treatment.

How to manage an outbreak of lice

- Children with head lice should be given a letter to inform parents of the diagnosis and treatment required.
- Children may return to child care the day after the first treatment with a known effective chemical treatment, and when as many nits as possible have been removed.
- Exclusion from school for 24 hours after treatment is not required.

- Children do not have to be nit free to return to child care. However, parents/caregivers should look for and remove nits daily for 14 days.
- Parents of other children in the child care should be informed when infested children have been identified. The other children's hair should then be inspected for lice, so other cases can be found and treated. An untreated source among close contacts is a common reason for recurrence.
- Wash items that have come into contact with the infested scalp, such as brushes, headgear, pillow cases and towels in *hot water*.
- Items which cannot be laundered should be dry cleaned; frozen at -20 celsius for 24 hours; sealed in a plastic bag for 10 days; or placed in a hot dryer for 20 minutes.
- Environmental decontamination, extra cleaning measures and use of insecticide sprays are not needed.

How to prevent a lice infestation

- Discourage children from sharing hats, scarves, combs, hair accessories and helmets.
- Inform parents about control measures. Limit the negative public response to head lice. This communication is extremely important because the primary responsibility for preventing head lice rests with parents.
- Once parents learn how to recognize head lice, regular inspection of their children's scalps is the best preventative measure.

For more information, contact Health Links-Info Santé, Winnipeg at: 788-8200 or toll-free at 1-888-315-9257 or access Manitoba Health, Communicable Disease Control, Head Lice/Pediculosis at www.gov.mb.ca/health

Health & Safety

Make Safety a Priority

Use Caution With Glitter

Glitter is not recommended during creative art programs. It can compromise a child's physical health and safety. Children with glitter on their fingers often rub their eyes and small pieces of glitter can easily scratch the eye.

When using glitter:

- provide ample supervision
- use with children aged four and older
- provide shakers for dispensing glitter onto glue rather than using fingers
- remind children to thoroughly wash hands when finished using glitter

Art and Creative Development for Young Children, Robert Schirmmacher, 2002



Influenza Pandemic Preparedness in Child Care

The Manitoba Child Care Program is developing guidelines to help licensed early learning and child care centres and homes prepare for an influenza pandemic. The Province of Manitoba has also been preparing a business continuity plan to provide essential services if a pandemic occurs. Most government agencies are developing and publishing their pandemic preparedness plans.

Similarly, it is the responsibility of individual centres and homes to be ready for an influenza pandemic. To assist, there is a wealth of information available to child care practitioners on this important topic.

Some helpful resources:

www.manitoba.ca/pandemic

The World Health Organization published *Ten things you should know about pandemic influenza* and *Influenza pandemics are caused by new influenza viruses that have adapted to humans*. www.who.int/csr/disease/influenza/pandemic (enter "pandemic" in search box)

View Vancouver Coastal Health web site at www.vch.ca/pandemic

In Manitoba, *The Public Health Act* and *The Emergency Measures Act* has the authority to determine actions during a pandemic. Once prepared, Manitoba Child Care Program's *Pandemic Influenza Preparedness Guidelines for Manitoba Licensed Early Learning and Child Care Centres and Homes* will be widely distributed and posted on our web-site under publications and information at www.manitoba.ca/childcare.

It will be important for the early learning and child care community to work together to provide necessary service in the event of a general pandemic.

Regional Updates

Child Care Co-ordinators:

Suzanne Pazdor accepted a position as a child care co-ordinator with the Downtown/Point Douglas team effective February 5, 2007. Ms. Pazdor has an extensive background in early learning and child care having worked as a director in Winnipeg for most of her career. Ms Pazdor may be contacted at 948-4418.

Barb Baumung joined the Westman team as a child care co-ordinator on January 2, 2007. Barb was the director of South West Day Care in Brandon and actively participated on a number of committees, including the Brandon Early Years team and the Play Safe Committee, before accepting her new position. Contact Barb in Brandon at 726-6336.

Upcoming Events

Child care coordinators offer orientation sessions at 114 Garry Street in Winnipeg. The 2007/2008 schedule is:

Family Child Care I in boardroom 110 – August 16, September 20, November 15, December 20, 2007, and February 21, March 20, May 15 and June 19, 2008 from 1:30 to 3:30 p.m.

Family Child Care II in boardroom 108 – August 2, September 6, November 1, December 6, 2007, and February 7, March 6, May 1 and June 19, 2008 from 1:30 to 3:30 p.m.

Child Care Centre in boardroom 110 – October 18, 2007, and February 28 and May 22, 2007.

Board of Directors in boardroom 110 – November 8, 2007, and February 14 and May 8, 2008.

To register or get more information, call Child Care Information Services at 945-0776 or toll free 1-888-213-4754.

Children with disabilities orientation sessions are provided by child care co-ordinators in their areas. Contact your local child care co-ordinator for information.

The Child Care Education Program Approval Committee

The Child Care Education Program Approval Committee (CCEPAC) was established in December 1983 by the Department of Education. CCEPAC:

- approves and recognizes post-secondary education programs for early childhood educators
- monitors the quality and standards of child care education in the Province of Manitoba

Committee membership consists of six to seven members who have expertise in child development and care and includes:

- a Chair appointed by Manitoba Advanced Education and Literacy
- one member appointed by the Manitoba Child Care Program (MCCP), Family Services and Housing
- one member with early childhood education and child development expertise from Manitoba universities
- a minimum of one member of Manitoba community colleges with additional consideration for a representative from a Francophone, rural or northern institution
- one member appointed by the Manitoba Child Care Association
- member-at-large with expertise in early childhood education, training and/or research.

How post-secondary education programs are approved

Approval is based on standards, competencies and guidelines made available to educators and administrators before they embark on the approval process.

There are four approval classifications: Approval; Approval in Principle; Conditional Approval; Approval Denied. Approval is given for a period of time, after which the institution must re-apply.

During the approval process a comprehensive report is submitted with all relevant and current data. An on-site survey may be conducted. CCEPAC reviews all information, determines classification of approval, determines duration of approval and makes recommendations. The executive director of the Council on Post-Secondary Education (COPSE) is then notified of the outcome.

The Community Child Care Standards Act authorizes CCEPAC's role and its relationship with Manitoba Advanced Education and Literacy. MCCP accepts all recommendations for approved programs made by CCEPAC.

Professor Emeritus Lois Brockman and Professor Kaye Kerr Retire from CCEPAC

On November 17, 2006, the Manitoba Child Care Program hosted a reception to honour Professors Lois Brockman and Kaye Kerr for 25 years of volunteering on CCEPAC.

Lois Brockman and Kaye Kerr, representing the University of Manitoba and the University of Winnipeg respectively, gave countless hours of volunteer service to CCEPAC and helped initiate, develop and maintain quality early childhood education in Manitoba. At their reception, Peter Dubiński, Assistant Deputy Minister of Manitoba Family Services and Housing and Jackie Stalker, the first chair of CCEPAC, spoke about Lois and Kaye's dedication as CCEPAC members and recognized their many accomplishments.



Lois Brockman, Kaye Kerr